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|  | **MYP Assessment Task** | | **Teacher(s)**  Maria Fernanda Valencia | |
| **Subject** | **Design** UNIT III | **Grade** | 9 |
| **Student** |  | **Date** | March 2017 |

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| **Assessment Task**   |  | | --- | | **Experimenting with constructive systems for**  **ergonomic products in a variety of sport´s perspectives**  **Criteria A**   1. Explain and justify the problem in Design for this period. (What are you going to design in the third unit? How do you think it will be?) 2. Select relevant information for the construction of the Sport Bag. Formulate topics or questions to be answered by the use of 2 primary and 2 secondary sources of investigation. Bibliography. 3. Analyse three existing products of Sport Bags considering the following aspects: Functionality, Materials, Aesthetic and Costs. 4. Develop the Design brief according to the most relevant information of the investigation.   **Criteria B**   1. Define six specifications for your Sport Bag taking in account the customer. 2. Create three alternatives and the isometric projections for the product. 3. Evidence the selection of the best option by using a comparative chart and justify it. 4. Develop the orthographic projections of your final design. Include a chart that specify: quantity, materials, tools.   **Criteria C**   1. Develop a method (logical order) for the creation of your product/project including materials, sources and time. Peers can follow the plan easily. 2. Follow and construct the product, demonstrating technical skills. (Managemente of sources and time) 3. Write and justify changes developed to the product/project. 4. Present the final product as a whole.   **Criteria D**   1. Use a testing method to evaluate the success of the product/project. 2. explain the success of the solution against the design specification | |

**Criterion and Assessment Rubrics**

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| **Criterion A: Inquiry and Analyzing**   1. explain and justify the need for a solution to a problem 2. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem 3. analyse a group of similar products that inspire a solution to the problem 4. develop a design brief, which presents the analysis of relevant research. | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **states** the need for a Sport Bag. * **states some of** the main findings of relevant research. |
| 3-4 | The student:   * **outlines** the need for a Sport Bag. * **states** the research needed to **develop** a solution to the problem, **with some guidance** * **outlines one existing** product that inspires a solution to the problem * **develops** a **basic** design brief, which **outlines some of the findings** of relevant research. |
| 5-6 | The student:   * **explains** the need for a Sport Bag. * **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem, **with some guidance** * **describes** a group of similar products that inspire a solution to the problem * **develops** a design brief, which **outlines** the **findings** of relevant research. |
| 7-8 | The student:   * **explains** and **justifies** the need for a Sport Bag. * **constructs** a research plan, which **states** and **prioritizes** the primary and secondary research needed to **develop** a solution to the problem **independently** * **analyses** a group of similar products that inspire a solution to the problem * **develops** a design brief, which **presents** the **analysis** of relevant research. |

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| **Criterion B: Developing ideas**   1. develop a design specification which outlines the success criteria for the design of a Sport Bag. 2. present a range of feasible design ideas, which can be correctly interpreted by others 3. present the chosen design and outline the reasons for its selection 4. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution. | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **lists** a few basic success criteria for the design of a Sport Bag. * **presents** one design idea, which can be interpreted by others * **creates** incomplete planning drawings/diagrams. |
| 3-4 | The student:   * **constructs** a list of the success criteria for the design of a Sport Bag. * **presents a few** feasible design ideas, using an appropriate medium(s) **or explains** key features, which can be interpreted by others * **outlines** the **main** reasons for choosing the design with reference to the design specification * **creates** planning drawings/diagrams or **lists** requirements for the chosen solution. |
| 5-6 | The student:   * **develops** design specifications, which **identify** the success criteria for the design of a Sport Bag. * **presents a range of** feasible design ideas, using an appropriate medium(s) **and explains** key features, which can be interpreted by others * **presents** the chosen design and **outlines** the **main** reasons for its selection with reference to the design specification * **develops** accurate planning drawings/diagrams and **lists** requirements for the creation of the chosen solution. |
| 7-8 | The student:   * **develops** a design specification which **outlines** the success criteria for the design of a Sport Bag based on the data collected * **presents** a range of feasible design ideas, using an appropriate medium(s) **and annotation**, which can be correctly interpreted by others * **presents** the chosen design and **outlines** the reasons for its selection with reference to the design specification * **develops** accurate planning drawings/diagrams and **outlines** requirements for the creation of the chosen solution. |

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| **Criterion C: Creating the solution**   1. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create a Sport Bag. 2. demonstrate excellent technical skills when making the solution 3. follow the plan to create the solution, which functions as intended 4. explain changes made to the chosen design and the plan when making the recycled product 5. present the solution as a whole | |
| **Achievement levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1 – 2 | The student:   * **demonstrates minimal** technical skills when create a Sport Bag. * **creates** the solution, which functions **poorly** and is presented **in an incomplete form**. |
| 3 - 4 | The student:   * **outlines** each step in a plan that contains some details, resulting in peers having difficulty following the plan to create a Sport Bag. * **demonstrates satisfactory** technical skills when making the solution * **creates** the solution, which **partially** functions and is **adequately**  presented * **outlines** changes made to the chosen design **or** plan when making a Sport Bag |
| 5 – 6 | The student:   * **constructs** a plan, which **considers** time and resources, sufficient for peers to be able to follow to create a Sport Bag * **demonstrates competent** technical skills when making the solution * **creates** the solution, which functions **as intended** and is presented **appropriately** * **outlines** changes made to the chosen design **and** plan when, experimenting with materials in the design of a Sport Bag |
| 7 - 8 | The student:   * **constructs** a **logical** plan, which **outlines** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution * **demonstrates excellent** technical skills when making the solution * follows the plan to **create** the solution, which functions **as intended** and  is presented **appropriately** * **explains** changes made to the chosen design and plan when making the solution. |

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| **Criterion D: Evaluating**   1. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the Sport Bag 2. explain the success of the solution against the design specification | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **designs a** testing **method**, which is used to measure the success of a Sport Bag * **states** the success of the solution. |
| 3-4 | The student:   * **designs a relevant** testing **method**, which generates data, to measure the success of the Sport Bag * **outlines** the success of the solution against the design specification based on **relevant** product testing |
| 5-6 | The student:   * **designs relevant** testing **methods**, which generate data, to measure the success of the Sport Bag * **explains** the success of the solution against the design specification based on **relevant** product testing |
| 7-8 | The student:   * **designs detailed and relevant** testing **methods**, which generate data, to measure the success of the Sport Bag * critically **evaluates** the success of the solution against the design specification based on **authentic** product testing |

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| **Student Reflection:** |
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| **Teacher Feedback:** |
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